

Edward E Taylor Elementary

200 McRae Street
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	224 Students	
Principal	Debbie Hunter Bailey	803-343-2924
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	22	78	41

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	Yes
2006	Unsatisfactory	Unsatisfactory	No

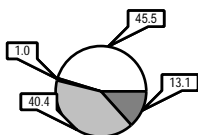
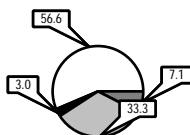
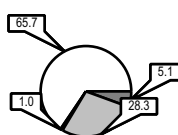
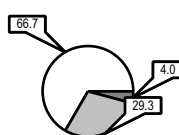
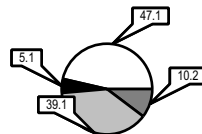
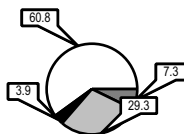
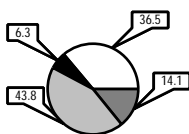
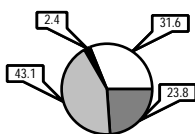
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	116	100.0	45.5	40.4	13.1	1.0	22.2	No	Yes
Gender									
Male	61	100.0	48.1	42.3	9.6	0.0	19.2	N/A	N/A
Female	55	100.0	42.6	38.3	17.0	2.1	25.5	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	112	100.0	46.9	38.5	13.5	1.0	21.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	92	100.0	37.7	45.5	15.6	1.3	27.3	N/A	N/A
Disabled	24	100.0	72.7	22.7	4.5	0.0	4.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	45.5	40.4	13.1	1.0	22.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	116	100.0	45.5	40.4	13.1	1.0	22.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	105	100.0	47.7	37.5	13.6	1.1	23.9	No	Yes
Full-pay meals	11	100.0	27.3	63.6	9.1	0.0	9.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	116	100.0	56.6	33.3	7.1	3.0	20.2	No	Yes
Gender									
Male	61	100.0	59.6	34.6	5.8	0.0	17.3	N/A	N/A
Female	55	100.0	53.2	31.9	8.5	6.4	23.4	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	112	100.0	57.3	32.3	7.3	3.1	19.8	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	92	100.0	48.1	40.3	7.8	3.9	24.7	N/A	N/A
Disabled	24	100.0	86.4	9.1	4.5	0.0	4.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	56.6	33.3	7.1	3.0	20.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	116	100.0	56.6	33.3	7.1	3.0	20.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	105	100.0	58.0	31.8	6.8	3.4	18.2	No	Yes
Full-pay meals	11	100.0	45.5	45.5	9.1	0.0	36.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	116	100.0	65.7	28.3	5.1	1.0	6.1
Gender							
Male	61	100.0	69.2	28.8	1.9	0.0	1.9
Female	55	100.0	61.7	27.7	8.5	2.1	10.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	112	100.0	66.7	27.1	5.2	1.0	6.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	92	100.0	59.7	33.8	5.2	1.3	6.5
Disabled	24	100.0	86.4	9.1	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	65.7	28.3	5.1	1.0	6.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	116	100.0	65.7	28.3	5.1	1.0	6.1
Socio-Economic Status							
Subsidized meals	105	100.0	67.0	26.1	5.7	1.1	6.8
Full-pay meals	11	100.0	54.5	45.5	0.0	0.0	0.0

Social Studies							
All Students	116	100.0	66.7	29.3	4.0	0.0	4.0
Gender							
Male	61	100.0	69.2	30.8	0.0	0.0	0.0
Female	55	100.0	63.8	27.7	8.5	0.0	8.5
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	112	100.0	66.7	29.2	4.2	0.0	4.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	92	100.0	61.0	33.8	5.2	0.0	5.2
Disabled	24	100.0	86.4	13.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	66.7	29.3	4.0	0.0	4.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	116	100.0	66.7	29.3	4.0	0.0	4.0
Socio-Economic Status							
Subsidized meals	105	100.0	70.5	25.0	4.5	0.0	4.5
Full-pay meals	11	100.0	36.4	63.6	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	41	100.0	22.9	40.0	37.1	0.0	37.1
	4	48	100.0	37.8	48.6	13.5	0.0	13.5
	5	36	100.0	31.0	55.2	13.8	0.0	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	30	100.0	34.8	39.1	21.7	4.3	26.1
	4	38	100.0	50.0	36.7	13.3	0.0	13.3
	5	48	100.0	47.8	43.5	8.7	0.0	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	41	100.0	42.9	51.4	5.7	0.0	5.7
	4	48	100.0	32.4	56.8	8.1	2.7	10.8
	5	36	100.0	20.7	69.0	10.3	0.0	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	30	100.0	60.9	26.1	8.7	4.3	13.0
	4	38	100.0	43.3	46.7	10.0	0.0	10.0
	5	48	100.0	63.0	28.3	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	41	100.0	65.7	28.6	5.7	0.0	5.7
	4	48	100.0	75.7	18.9	2.7	2.7	5.4
	5	36	100.0	72.4	27.6	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	30	100.0	65.2	26.1	8.7	0.0	8.7
	4	38	100.0	76.7	20.0	3.3	0.0	3.3
	5	48	100.0	58.7	34.8	4.3	2.2	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	41	100.0	54.3	42.9	2.9	0.0	2.9
	4	48	100.0	51.4	43.2	5.4	0.0	5.4
	5	36	100.0	75.9	24.1	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	30	100.0	60.9	30.4	8.7	0.0	8.7
	4	38	100.0	56.7	40.0	3.3	0.0	3.3
	5	48	100.0	76.1	21.7	2.2	0.0	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 224)				
First graders who attended full-day kindergarten	100.0%	Up from 93.3%	100.0%	100.0%
Retention rate	5.2%	Up from 0.9%	3.9%	2.8%
Attendance rate	96.0%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 20.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 22.4%	0.0%	0.0%
Eligible for gifted and talented	4.1%	Up from 3.8%	3.8%	10.4%
On academic plans	52.9%	N/AV	49.0%	33.6%
On academic probation	52.1%	N/AV	2.4%	1.0%
With disabilities other than speech	12.3%	Down from 15.6%	7.2%	7.5%
Older than usual for grade	1.5%	Down from 2.4%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 1.0%	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	57.1%	Up from 54.5%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.2%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	16.7%	Up from 15.8%	2.7%	0.0%
Teachers returning from previous year	80.5%	Down from 87.2%	83.3%	87.3%
Teacher attendance rate	94.8%	Down from 95.2%	94.6%	94.9%
Average teacher salary	\$46,331	Up 1.5%	\$41,280	\$42,485
Prof. development days/teacher	28.5 days	N/R	14.4 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.5%	Down from 90.3%	88.5%	89.7%
Dollars spent per pupil*	\$10,133	Up 10.5%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	72.9%	Down from 74.6%	60.6%	64.0%
Percent of expenditures for instruction*	80.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Edward E. Taylor Elementary School is to develop and implement plans that will educate the whole child by empowering him or her to become a productive citizen and lifelong learner. We have six National Board Certified teachers and one National Board Certified guidance counselor. All of our teachers are Highly Qualified with the exception of one, according to the criteria established by the No Child Left Behind Act (NCLB) of 2001.

We are in the second year of operating an after-school tutorial program that is funded by a 21st Century grant. Students in grades 4-5 who scored below basic on the Palmetto Achievement Challenge Test receive additional help in the areas of English Language Arts and Math (three days) and enrichment activities such as art and Spanish (two days).

Students in grade 3 have the opportunity to reinforce and enhance skills taught during the regular school by attending the homework center 5 days per week. Students who do not attend either of these programs may attend the Boys and Girls Club of the Midlands, which is located at the school for a small membership fee until 6:00pm. The after-school programs reinforce and enhance the learning process by extending the school day.

The effective implementation of our standard-based curriculum is driven by the South Carolina standards. Lessons are filled with motivational techniques for student learning, logical development, optimum pacing, differentiation of instruction, and use of appropriate strategies and techniques to enhance and contribute to student achievement. We continue to increase community involvement by providing workshops for parents and Books & Breakfast twice per month for parents of child development, kindergarten and first graders. In addition, our parent educator conducts Parent-Child Home Visits. A support group for Grandparents Raising or Helping to raise grandchildren also meets twice a month.

Parents, students, teachers, staff and the community have a unified effort to instill positive character traits and stress personal responsibility in each of our students. Our school's motto "Do unto others as you would have them do unto you" is a testament of our commitment to academic success for all.

Debbie R. Hunter, Principal
Terry Mack, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	46	31
Percent satisfied with learning environment	88.0%	82.6%	89.7%
Percent satisfied with social and physical environment	88.0%	82.6%	86.2%
Percent satisfied with school-home relations	56.0%	80.0%	82.1%

*Only students at the highest elementary school grade level at this school and their parents were included.